MEMORANDUM FOR THE DIRECTOR OF GENTRAL INTRILIGENCE

SUBJECT: Indoctrination School for CIA Employees

1. Central Intelligence has now been in existence for 18 months. Its expansion has been rapid, both in the number of personnel employed, and in the scope of its mission. Generally speaking, this expansion has been accomplished with a minimum of growing pains. However, it now appears advisable to consider whether future difficulties might not be averted if CIA employees were given a general indostrination as to the purpose of the organisation, its position in the Federal Government in relation to other agencies, its method of operation, and what may be said about it in public discussion. Some of this information is already covered in the various security memorands and in the security film which employees see upon their entering on duty. However, a large part of it is totally neglected, and an employee's knowledge of it depends upon his curiosity and degree of interest. As a result, employees pick up a great deal of the information through hearsay, newspaper articles, office gossip, etc. It would appear advisable to substitute for this haphasard method of information, specific instructions and accurate knowledge.

2. Purpose. The purpose of the indestrination school would be to instill in employees an appreciation for the Mission of CIA. It would also attempt to give employees an understanding and appreciation of intelligence.

The security aspect of the indoctrination school would have as its primary aim the elimination of careless talk about the organization. A large number of our personnal are new and have never before worked in an intelligence organization. Generally speaking, they are alert, intelligent and industrious, or they would not be employed here. With such qualifications it is only natural that they are also curious about the organization and its precedents.

Haturally, none of the methods of operation of OSO would or should be discussed. However, some explanation should be given to CIA employees as to what OSO does and why it should not be talked about. Stress should be given, particularly that the employees of OSO should not be mentioned by name and CIA employees should be told how to avoid answering such questions. The current systemy and isolation which surrounds OSO should be dispelled. Under present conditions, it actually jeopardises rather than enhances security.

The organisation of CIA should be explained so far as is compatible with security. Its establishment by the President in January 1946 and its legislative enactment under the Mational Security Act of 1947 are a matter of public record. More information given to personnel on our relations with Army, Many and State Department intelligence would eliminate many causes of possible friction with these offices. The myth that CIA is taking over the intelligence functions of these offices should be destroyed. The exact position of CIA in the Government should be explained so that employees have an appreciation of its importance and yet are not inclined to exaggerate its power.

General briefing on how CTA is organised should be given to all employees so that they will be familiar with the inter-relationship of CO, CCD, CRE, and CGO. At no time need personalities enter into the discussion, although there is no harm in mentioning the hirector and describing his career, inammuch as it has been discussed in the press.

It is particularly important that an indoctrination school of this nature should give employees an appreciation of what constitutes intelligence. It is important that personnel in this organisation should know where intelligence comes from, how it is obtained within limitations, and how it differs from public information.

3. Procedure: All employees of CIA would be required to attend this indoctrination course. If deemed advisable, one set of lectures could be given to personnel of the rank of P-i and above, and another series to the lower professional ratings and stemographic personnel. It is just as important that a secretary be schooled as her boss, as she probably knows as much if not more about the organization than he does.

The course should be not longer than one day. It could consist of four or more lectures on the following subjects:

- (1) The Origin, Organisation and Mission of CIA. This could start with a discussion of the early organisation of COI, later OSS. The President's letter of January 1946, and the Mational Security Act of 1947 would be described. The purpose of a central intelligence agency would be explained. The organisation of CIA and the reasons for its organisation would be given.
- (2) The Position of CTA in the Federal Government would show the exact relationship of this agency to the Secretary of National Defense, to the service organisations, and to the non-service organisations. A careful explanation would be given as to the delineation between our functions and those of the service intelligences.
- (3) What is Intelligence would describe the difference between intelligence and information. By use of examples it would show how small unrelated bits of information are transformed into intelligence. The necessity of exhausting all possible sources of intelligence would be explained. The dangers of false confirmation illustrated.

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- (h) How Alien Intelligence Operates. This lecture would illustrate the ease with which alien intelligence operatives can work in this country. Examples from the Canadian Spy cases would be used. Specific illustrations of how information would be obtained from CIA employees would be given.
- (5) Recommendations: It is recommended that the Director establish a committee to prepare curricula and set up such an indectrination school. It is suggested that this committee could consist of the Deputy Director and a member of the Planning Staff from OO, OSO, OCD and ORE. The final draft of the lectures would be submitted to the Assistant Directors and ICAPS for approval. It is believed that such a course given once a month would be sufficient to cover all incoming employees in CIA.

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